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A STUDY OF CURRICULUM DEVELOPMENT
AND STYLE: IMPLEMENTED
IN CULINARY ARTS

BY
KAREN LEACH

A project submitted to the
Faculty of the School of Food, Hotel and Tourism Management
at
Rochester Institute of Technology
in partial fulfillment of the requirements
for the degree of
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ROCHESTER INSTITUTE OF TECHNOLOGY
School of Food, Hotel and Travel Management
Department of Graduate Studies

M.S. Hospitality-Tourism Management
Presentation of Thesis/Project Findings

Name: Karen Leach Date: 6/15/99 SS#: _____

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(2) _____
OR (3) _____

Faculty Advisor: _____

Number of Credits Approved: _____

6/15/99 _____

Date _____ Committee Chairperson's Signature

6/15/99 _____
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TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	ii
CHAPTER 1 - INTRODUCTION.....	1
CHAPTER 2 - CURRICULUM DEVELOPMENT AND STYLE.....	2
Approaches to curriculum theory & practice.....	2
Traditional Approach.....	2
Alternative Approaches.....	4
--Scholars emphasizing --	
Self-understanding.....	4
Role of Teacher.....	5
Society.....	5
Curriculum as a field of study.....	6
List of Fundamental Questions on Curriculum-making.....	7
Teachers as Curriculum Creators.....	11
The Need for Change.....	13
CHAPTER 3 - PROGRAM DESCRIPTION.....	18
CHAPTER 4 - GENERAL OBJECTIVES.....	20
CHAPTER 5 - UNIT INTRODUCTION.....	21
CHAPTER 6 - LESSON #1 THE WORLD OF BAKING.....	22
Instructional Activities.....	23
CHAPTER 7 - LESSON #2 COOKIES-DROP.....	24
Pre-test.....	24
Lesson Plan-Objectives-Exercises.....	26
Evaluation.....	28
Post-test.....	29
CHAPTER 8 - LESSON #3 - YEAST BREADS - LEAN.....	32

Pre-test.....	32
Lesson Plan-Objectives-Exercises.....	34
Evaluation.....	36
Post-test.....	38
CHAPTER 9 - LESSON #4 - PIE DOUGHS - FLAKY.....	42
Pre-test.....	42
Lesson Plan-Objectives-Exercises.....	44
Evaluation.....	46
Post-test.....	47
CHAPTER 10 - LESSON #5 - CHOUX PASTE.....	49
Pre-test.....	49
Lesson Plan-Objectives-Exercises.....	50
Evaluation.....	52
Post-test.....	53
REFERENCES AND BIBLIOGRAPHY.....	54

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CHAPTER 1

INTRODUCTION

As an instructor who has taught a vast range of students in areas of age, intellect, capacity and maturity, to say that I'm a Foods teacher is a misnomer. From teaching at a 4-year institution with exceptionally high standards in both academic and admission requirements to a job training program designed for financially and educationally disadvantaged individuals to and chemically imbalanced students it is easy to understand that not all curriculums are transferrable.

I have been fortunate enough to walk into positive "Team Teaching" atmospheres, with curriculums already in place. Many times there are state or federal guidelines that determine what will be taught and how, but often there is much freedom and empowerment given to instructors.

Not ever being in the position to develop my own culmination of experience and knowledge to design a curriculum, this research project has enabled me to start from the ground up. I have chosen to start by examining several theories and approaches to curriculum development and generate my own style.

CHAPTER 2

APPROACHES TO CURRICULUM THEORY & PRACTICE

Though there is diversity in thoughts and concepts among curriculum developers there are two points of relative agreement. First, what we do in curriculum is of fundamental importance to our students and society. Secondly, curriculum development is heavily valued and should not be designed without great thought and effort. Some curricularists could be classified in more than one group, depending on which of their works is focused on . It is also important to recognize that within any category of scholars there is considerable diversity. Keeping those points in mind , the following approaches will be discussed.

Traditional Approach

The most dominant and generally accepted theoretical approach to curriculum is the one most familiar to all of us. For most curricularists this is the position to which they were first introduced, the processes they advocate reflect a scientific, linear and rational approach to curriculum development. Those who emphasize the types of outcomes by this approach have been called by a variety of terms: traditionalists(Pinar, 1978), structuralists (Huenecke, 1982),

intellectuals (Schubert, 1980 and academics (Gay, 1980). Those who discuss compatible ways to develop curriculum to achieve the outcomes desired by traditionalists have been called technologists (Eisner, 1985), behaviorists (Klein, 1980) and social behaviorists (Schubert, 1980).

This position emphasizes the role of organized subject matter, often in the form of disciplines, in the outcomes of curriculum development. The outcomes deal primarily with logically organized skills or bodies of knowledge that all students are to learn. To develop curricula from this perspective, the responsibilities are to organize effectively and efficiently what is to be taught and learned. The curriculum is carefully planned and organized prior to classroom engagement: Goals and objectives are determined; content is selected and organized, often in the form of a textbook; teachers are trained to present it efficiently and effectively; and student learning is objectively measured as to a way to determine the effectiveness of the curriculum.

Teachers are prepared to be authorities in what students are expected to learn, and the teachers' task is to impart their knowledge with a high degree of professionalism and skill. The role of the students is to learn, with little variation, the material presented. External motivators such as grades, tangible rewards, and threats are used to ensure that students learn what is expected of them.

Alternative Approaches

There are curricularists, however, who do not agree with the Traditional approach, but view curriculum in alternative ways. They are diverse in their beliefs, but agree that the traditional approach is not the way to go. These individuals believe that the functions, purposes and practices of curriculum ought to be very different from those typically found in our schools. Some of these types are examined further in the following .

-Scholars Emphasizing Self-Understanding

One group of contemporary curriculum theorists base their approach to curriculum not on the behavioral or natural sciences as the traditionalists do, but on fields such as psychoanalysis, literature and art. These scholars share a basic orientation that emphasizes the development of the individual and creation of personal meaning in learning.

Organized subject matter is important only insofar as each student affirms its relevance to him or her. Subject matter is important only to the degree that students have experiences through which they can attach personal meaning to what is learned.

The role of teacher is usually perceived as that of co-learner with students, pursuing topics of personal interest that students and teachers have selected together. The

curriculum emerges through a process of student-teacher planning.

-Scholars Emphasizing the Role of the Teacher

Another group of scholars whose work moves away from traditional curriculum emphasize the importance of the teacher's role in the curriculum. The influence of the teacher on curriculum and the teacher as a source of fundamental curriculum knowledge is beginning to be recognized and seriously studied. Scholars sharing this perspective emphasize the practical knowledge and wisdom that teachers develop as they make classroom decisions daily.

-Scholars Emphasizing Society

This group of scholars develop curriculum with the intent to help build a better society and improve human relationships. They are critical of the traditional curriculum and existing structures of schooling that help perpetuate the current educational system, which they see as unequal and maintaining the mediocrity in society. They persistently point out that the structures used in schooling (grade levels, textbooks, standardized tests) are created by humans and therefore can be changed.

Subject matter for this group of scholars comes from issues and problems in the social and physical world around the students and what must be done to improve it. They

emphasize the importance of the participatory curriculum for each classroom, in which teachers and students would experience things rather than just study them.

-Scholars Emphasizing Curriculum as a Field of Study

These scholars focus their study on the overall field of curriculum, its history and accumulated knowledge. They emphasize the contributions of previous scholars who were the forerunners of current alternative views of curriculum, and suggest different interpretations of curriculum history and the impact of historical events in curriculum on our knowledge.

These creative alternatives do not reflect curricular concerns in isolation but are intended to affect the total picture of schooling in America. They value different outcomes of the curriculum, advocate different classroom practices and learning materials, require new roles for students and teachers, foster fundamental reforms in teacher education, suggest different procedures for teacher supervision and evaluation, and clearly point out the need for different forms of student evaluation.

In conclusion some students and teachers of curriculum will value the alternative approaches, others will not. Some students of the field will reject any new ideas and retreat to

the comfort of the tried and true practices that have been engaged for years. Perhaps it may be shown that with all the goals for American schooling that have general support, several approaches are needed. We want and need too much from our schools to rely on only one approach: we must continue the search for meaningful alternative approaches and encourage diversity in the curriculum field.

LIST OF FUNDAMENTAL QUESTIONS ON CURRICULUM-MAKING

In The American Curriculum: A Documentary History, authors list over fifty statements to consider when developing a curriculum, some of which have timeliness others do not. The following is a version of that list to be used as the basis for the foundation of a course of study.

1. How can the curriculum prepare for effective participation in adult life?

This could be as a career or even to learn basic life skills for use at home or in business.

2. Are the curriculum designers obligated to formulate a point of view in regards to the moral, ethical or social deficiencies of the

society?

With legal ramifications looming overhead , what are the boundaries that an instructor must adhere to? Comments, personal opinions on subjects in the news or brought up in class must be addressed carefully and tactfully.

3. Should the school be regarded as a conscious agency for social improvement?

- Are children merely to be 'adjusted ' to the problems of current society or are they to be compelled to rise above and modify it?

-Are they merely to accept it or to question it?

Not being fully aware of home situations, or in some cases fully aware, be delicate when approaching certain issues and forward students to the appropriate, qualified individuals when it is no longer easily handled in the classroom.

4. How should the content of the curriculum be conceived and stated?

Is there an advisory board, shared-decision making team or curriculum development group with expertise in the field?

5. What is the place and function of the subject matter in the
educative process?

Timeliness, employability potential, usefulness and application are all points to consider before including unnecessary or outdated topics in the course of study.

6. What portion of education should be classified as 'general' and what portion as 'specialized', 'vocational' or purely 'optional'.

Is the information useful for all students or only to those in specific subject areas?

7. To what extent of the organization of the subject a matter of pupil thinking and creativity and what extent is a matter of instructor thinking and planning?

If students are not able to easily relate to what is being taught, than no learning is taking place.

8. From the point of view of instructor, when will the learning have taken place? How will this be evaluated?

Students learn on different levels and at different speeds,

while some students seem to grasp the concepts others may not even be close to understanding.

9. To what degree should the curriculum provide for individual differences?

All students come from different socio-economic backgrounds and what the instructor may see as a universal example may be foreign to some students.

10. What, if any, use should be made of spontaneous interests of children?

Media and school issues sometime consume students and flexibility must be allowed for sharing of outside interests. These may be fleeting events or may last over several months, the instructor must decide when the trend has overstayed its welcome.

11. How should the use of instructional materials such as projects, discussions, readings, etc. be determined?

Students learn by such a variety of techniques and methods, it becomes important to find what stimulates all students. These may include visual, tactile, auditory or any number of sensory methods of learning.

12. How far should methods of learning be standardized?

As much as you try to target all groups of learners, you will lose the interest of some who are not being addressed at the time . There must be some standardized methods to habitualize students to certain routines and patterns of the classroom.

13. What time restraints/limits should the curriculum utilize?

Ranking importance of subject matter as well as calendar restraints will help determine the time limits.

14. On what size scale will the curriculum be made?

- School wide
- Department-wide
- State-wide
- Country-wide

For the purposes of this paper all curriculum will be made to target specific departments only.

TEACHERS AS CURRICULUM CREATORS

Most teachers initially speak of curriculum as content

that must be covered or squeezed into predetermined structures of time, assessment or knowledge. Some feel that there is never enough time and so the curriculum is rushed through only to meet objectives set forth by others. Others feel confined by curriculum and forever look for ways to get around mandatory texts and performance objectives.

In the book, Teaching and Thinking About Curriculum: Critical Inquiries(Sears, Marshall, 1990), the authors give a teamwork approach and solution to the drudgery of curriculum writing. They advocate a group of individuals with a common interest in the curriculum to work together to create the course of study as well as understand the possibilities in other schooling contexts. They need not share identical views. Rather, share processes of seeing, noting and framing the importance of what is being accomplished.

In addition to the written and verbal dialogue between the group, it is recommended they prepare a bibliography of outside readings, which complement the course readings and discussions. This step will encourage group members to select readings that represent their own areas of expertise or concerns.

By participating in this collaborative investigation that aims to place teachers at the center of research and teaching

processes, Sears believes that "we eventually can refocus the ways in which we conceptualize and speak about 'teachers' knowledge'." Teachers, conducting research within their classroom contexts, can then speak of their own experiences and conceptions. These approaches call attention to the gap that separates what researcher recreate of teachers' knowledge and what is actual knowledge.

THE NEED FOR CHANGE

Our nation was once an unchallenged power in commerce, industry, science and technology, it has ling been overtaken by competitors all over the world. We report that our schools and colleges are worthy of pride and have historically contributed to the United States and the well-being of its people, yet the educational foundations of our society are presently being eroded by mediocrity, government cutbacks and a plethora of societal problems.

In 1983, The National Commission on Excellence in Education was appointed by the Reagan administration, to find some solutions for our declining educational systems. They came up with the following recommendations, of which New York State has adopted.

Recommendation A

We recommend that State and local high school graduation requirements be strengthened and that, at a minimum, all students seeking a diploma be required to lay the foundations in the Five New Basics by taking the following curriculum during their 5 years of high school: 4 years English

3 years Mathematics

3 years Science

3 years Social Studies

1/2 year Computer Science

For the college-bound, 2 years of foreign language are strongly recommended.

Recommendation B

We recommend that schools, colleges and universities adopt more rigorous and measurable standards, and higher expectations for academic performance and student conduct, and that 4 -year colleges and universities raise their requirements for admission. This will help students do their best educationally with challenging materials in an environment that supports learning and authentic accomplishment.

Recommendation C

We recommend that significantly more time be devoted to learning the New Basics. This will require more effective use of the existing school day, a longer day or a lengthened

school year.

Recommendation D

This recommendation consists of seven parts. Each is intended to improve the preparation of teachers or to make teaching a more rewarding and respected profession. Each of the seven stands on its own and should not be considered solely as an implementing recommendation.

1. Increase in educational requirements and standards for persons preparing to teach.
2. Salaries for the teaching profession should be increased and should be professionally competitive, market-sensitive and performance based.
3. School boards should adopt an 11-month contract for teachers.
4. School boards, administrators and teachers should cooperate to develop career ladders for teachers.
5. Substantial nonschool personnel resources should be employed to help solve the immediate problem of the shortage of mathematics and science teachers.

profession, particularly in those areas of critical shortage.

7. Master teachers should be involved in designing teacher preparation programs and in supervising teachers during their probationary years.

Recommendation E

We recommend that citizens across the Nation hold educators and elected officials responsible for providing the leadership necessary to achieve these reforms, and that citizens provide the fiscal support and stability required to bring about these reforms we propose.

A Nation At Risk was written for a general public audience and was based on research reports which were later compiled. Perhaps the Major curricular influence of A Nation At Risk was to give greater national credence than at any time since the nineteenth century to the ideas that a single curriculum is equally appropriate for everyone and that local communities and educators cannot be solely entrusted with making and implementing curricular decisions.

On paper, A Nation At Risk , looked to be a promising beginning to the path education would take. But with the changing of administrations and government officials not to

mention the changing of emphasis on social problems, many of the recommendations have fallen to the wayside. There seem to be ways around most any curriculum mandates and other regulatory agencies will impart restrictions that will counteract what is already in place. Such is the bane of education. The ebb and flow however, will bring about many positives just as it has done in the past and will do in the future.

CHAPTER 3

PROGRAM DESCRIPTION

The Culinary Arts vocational-instructional program is a two-year, eleventh and twelfth grade program designed to prepare students for post-secondary trade institutions as well as for entry-level employment in a variety of food service settings.

Position titles of potential employment include but are not limited to the following: prep cook, line cook, pantry cook, banquet chef, crew member, server, utility person and garde manger.

The students are also taught the basic customer service skills necessary for successful employment in the hospitality industry.

Various foods are analyzed and prepared, sanitation and safety issues are discussed along with basic cooking skills, tools/equipment and meal presentation. Personnel management skills, interpersonal relations and professionalism are reinforced on a daily basis. Vocational student organization activities are an integral part of the instructional program in developing poise, confidence, leadership abilities, civic

responsibility and communication skills as well as giving awards and recognition.

The program content is based upon an occupational analysis of the hospitality field and modified to reflect local employment opportunities as determined by the instructors, administrators and advisory committee.

CHAPTER 4

GENERAL OBJECTIVES

During the first year of the food service program, referred to as Course I, provide students with the resources to interpret, evaluate and apply principles of nutrition, to a 90% or better comprehensive testing level.

During Course I, provide students with the knowledge and skills to demonstrate safe and sanitary work habits, as deemed acceptable by the Monroe County Health Department.

During Course I, provide students with the materials to prepare food products according to industry accepted quality control standards.

During Course I, provide students with the techniques necessary to demonstrate proper use of food preparation equipment, to instructor specified standards.

During Course I, provide students with the means to demonstrate appropriate interpersonal skills needed in food service administration, to a successful work internship level.

CHAPTER 5

UNIT INTRODUCTION

This unit has been designed to provide students with a beginning understanding of professions in the area of Baking and Pastry Arts.

Many of the areas discussed here will be dealt with in greater detail during the next ten weeks as well as in Course II.

This unit will provide students with a foundation in the principles of baking, and emphasize the differences in the various types of food preparation. The lessons are delivered using video, demonstration, hands-on and discovery exercises.

CHAPTER 6

LESSON #1

The World of Baking

This lesson is designed to provide students with a general introduction by tracing the history of baking and pastry arts. It should create interest and enthusiasm for the upcoming lessons.

INSTRUCTIONAL ACTIVITIES

VIDEOS

Le Cordon Bleu--"DESSERTS"

Great Chefs Series--"Desserts"

OPTIONAL READINGS

Bloom, Carole. (1995) The International Dictionary Of Desserts, Pastries and Confections. Hearst Books; New York.

Gisslen, Wayne. (1985) Professional Baking. John Wiley & Sons; New York.

Pillsbury. (1993) The Complete Book of Baking. Viking Press; New York.

Ying, Mildred. (1991) Illustrated Book of Desserts. Hearst Books; New York.

CHAPTER 7

LESSON #2

COOKIE PRE-TEST

NAME:

FILL IN THE BLANKS FROM THE FOLLOWING LIST OF WORDS. EACH WORD IS ONLY USED ONCE. THERE ARE ADDITIONAL STATEMENTS ON THE NEXT PAGE.

COOKIE
BAKING POWDER
VANILLA
BUTTER

SPRITZ
SUGAR
EGGS
UNDERDONE

CREAM
PARCHMENT
FLOUR
BAR

ICEBOX
UNIFORM
#40 SCOOP
MOLDED

1. _____ This type of cookie only involves one more step after the dough is made.
2. _____ This ingredient makes the cookies rise.
3. _____ This is the point at which cookies must be removed from the oven.
4. _____ This ingredient gives structure to the cookies.
5. _____ This is put on the cookie sheet so that the cookie sheet does not have to be greased.
6. _____ This is a flavoring used in cookies.
7. _____ This process will make the butter and sugar light and fluffy. It incorporates air into the batter.
8. _____ This is used to make sure that every single cookie is the same size. (1 3/5 T. or 1 oz. cookie)
9. _____ A small piece of dough thrown into the oven to check the oven temperature before baking a cake.
10. _____ A type of cookie where the dough must be chilled before forming the cookie.
11. _____ A quality characteristic of cookies.
12. _____ Adds tenderness to the baked product.

13. _____ This ingredient is a binder, also adds color and richness to the baked product.
14. _____ A type of cookie that is formed into a ball, then decorated by rolling in cinnamon/sugar, nuts or putting a chocolate kiss in the center.
15. _____ Ingredient that adds sweetness to the cookies. Also helps to give cookies a nice golden color.
16. _____ A fancy cookie that is appropriate for a cookie tray, or tea party.
17. Describe the difference between the creaming method of making cookies and the one stage method.

Answer the following questions either true or false.

18. _____ Cookies are baked in a moderate/high oven which is 375 degrees.
19. _____ Vanilla is used in cookies to make them rise.
20. _____ A full sheet pan will hold 36 cookies.
21. _____ Cookies should cool completely before you put them into a box or paper bag.
22. _____ A cookie used to be called a biscuit.

UNIT: COOKIES
LESSON: DROP

JOB: BAKING AND PASTRY ARTS

OBJECTIVE: STUDENTS WILL PREPARE A BATCH OF DROP COOKIES TO THE ACCEPTED STANDARDS OF QUALITY.

TOOLS, EQUIPMENT, MATERIALS: recipe, ingredients, mixer, spatule, rubber scraper, turner, parchment, sheet tray, measuring utensils, portion control scoop, oven, to-go container

TEACHING AIDS: overhead on the standards of quality rating sheet

REFERENCES: numerous cookbooks and textbooks

I. PREPARATION OF STUDENTS

- A. Ask if anyone has ever baked cookies from scratch, if so what type?
- B. What are your favorites and are they all made the same way?
- C. Has anyone ever tried a really unusual type?
- D. What kinds would you like to make in class?

II. PRESENTATION OF THE SKILLS:

STEPS	KEY WORDS
=====	
1. GET MIS EN PLACE READY	REVIEW IMPORTANCE COOKING SHOWS
2. READ THROUGH RECIPE DIRECTIONS	UNFAMILIAR WORDS PREHEAT OVEN
3. MEASURE INGREDIENTS	TECHNIQUE
4. PREPARE RECIPE	MIXER USE CREAMING METHOD
5. PORTION OUT ONTO SHEET	QUALITY CONTROL UNIFORMITY PARCHMENT PAPER BLOWERS
6. BAKE	CONVECTION OVEN QUIRKS COLOR/TEXTURE CHANGES
7. COOL AND PACKAGE	NEATNESS SALABILITY PRESENTATION

III. APPLICATION

Practice in the laboratory, a variety of drop cookie recipes

IV. TEST

- A. Evaluation of hands-on will be done using the Standards of Quality Rating sheet.
- B. Evaluation of lecture portion will be done using a comprehensive Cookie Unit Post-test.

COOKIE UNIT-STANDARDS OF QUALITY RATING SHEET

NAME:

DATE:

COOKIE:

TYPE:

STANDARD OF QUALITY	COMMENTS	EXCELLENT 20 PTS.	GOOD 16 PTS.	FAIR 15 PTS.	POOR 14 PTS.
APPEARANCE	REGULAR, EVEN SHAPE NOT OVERBAKED, OR UNDERBAKED				
FLAVOR	WELL BLENDED FLAVOR OF INGREDIENTS				
INTERNAL STRUCTURE	EVEN CELLS, FREE FROM TUNNELS				
TEXTURE	THIN COOKIES ARE CRISP AND TENDER DROP COOKIES ARE CHEWY AND TENDER				
COLOR	UNIFORM, CHARACT. OF KIND				

SCORING: 90-100 EXCELLENT RESULTS
75-60 PRODUCT IS SERVABLE

70-75 IMPROVE NEXT TIME
65-70 CHECK TECHNIQUE, DO NOT SER

COOKIE POST-TEST

NAME:

DATE:

DIRECTIONS: Write the correct type of cookie under the statement, and give an example of that type of cookie.

1. Which cookie type is the easiest to make because it only involves one more step after the dough is made?

Type:

Example:

2. Which cookie type is often made around holiday time?

Type:

Example:

3. Which cookie type is most frequently made in class and is the most popular cookie type in the U.S.?

Type:

Example:

4. Which cookie type involves an additional step after the dough ball is formed?

Type:

Example:

5. What cookie type looks fancy enough for an Italian Cookie tray?

Type:

Example:

6. In which type of cookie must the dough be chilled before it is baked?

Type:

Example:

True or False.

7. _____ A number 40 scoop, or a "Purple Bottom" is used to ensure that all cookies are the same size.

8. _____ Cookies are baked in a moderate/high oven, which is about 375 degrees.

9. _____ A large cookie sheet will hold 36 cookies, (6 across and 6 down).

10. _____ Foil is used on the cookie sheet to prevent the cookies from sticking.

11. _____ Cookies should be baked until they are completely done.

12. _____ Butter and flour should be creamed for 5 minutes to produce light, tender cookies.

13. _____ Cookies should cool completely before you put them into a box or a paper bag.

14. _____ Vanilla and other flavorings are added to cookies to make them rise.

15. _____ The creaming of the butter and sugar makes the cookies taste better and have a better texture.

16. _____ Butter is preferred over shortening because it will give the cookies a better flavor.

17. _____ A cookie used to be called a biscuit.

18. _____ Cookies are usually classified according to the way in which the dough is shaped.

19. _____ Cookies should be baked fresh daily, if possible.

20. _____ Two pounds of cookie dough should be weighed out if using a sheet pan for bar cookies.

List the steps for the following mixing methods:

One Stage Method:

a.

b.

Creaming Method:

a.

b.

c.

Bonus: What function do the following ingredients perform in cookies?

Baking Soda -

Salt -

Lemon Extract -

CHAPTER 8

LESSON #3

YEAST BREAD PRE-TEST

NAME:

1. WHAT IS THE DIFFERENCE BETWEEN A RICH DOUGH AND A LEAN DOUGH?
 - A. THE AMOUNT OF EGGS, SHORTENING AND SUGAR IS GREATER IN A LEAN DOUGH.
 - B. LEAN DOUGHS ARE BETTER SUITED FOR BREADS, RICH DOUGHS ARE USED FOR COFFEE CAKES AND CINNAMON ROLLS.
 - C. LEAN DOUGHS ARE MORE FATTENING THAN RICH DOUGHS.
2. THE FLOUR BEST SUITED FOR PIZZA CRUST IS:
 - A. HIGH GLUTEN
 - B. CAKE FLOUR
 - C. ALL-PURPOSE
3. TOO MUCH SALT IN THE BREAD DOUGH RECIPE WILL:
 - A. MAKE THE BREAD SWEET
 - B. INHIBIT OR SLOW DOWN THE GROWTH OF THE YEAST
 - C. BE SALTY
4. THE THERMAL DEATH POINT OF YEAST IS:
 - A. BETWEEN 40-140 DEGREES
 - B. 40 DEGREES
 - C. 140 DEGREES AND ABOVE
5. WHICH OF THE FOLLOWING INGREDIENTS PROVIDES STRUCTURE TO THE BREAD?
 - A. SUGAR
 - B. YEAST
 - C. FLOUR
6. NAME THREE LEAVENING AGENTS:
 - A. _____
 - B. _____
 - C. _____

7. IN WHAT ORDER WOULD THE FOLLOWING INGREDIENTS BE ADDED IF YOU WERE MAKING A FRENCH BREAD: YEAST, SALT, SUGAR, SHORTENING, WATER, FLOUR. BE SPECIFIC AND WRITE DOWN THE STEPS FOR MAKING THE RECIPE.

8. THE SUBSTANCE FORMED WHEN KNEADING DOUGH IS _____.

9. THE BY PRODUCT WHEN YEAST RISES IS _____.

10. WHAT ARE THREE ESSENTIAL THINGS THAT YEAST NEED IN ORDER TO GROW?

11. WHAT ARE TWO THINGS THAT YOU SHOULD LOOK FOR IF YOU HAVE KNEADED THE DOUGH PROPERLY?

ANSWER THE FOLLOWING TRUE OR FALSE:

12. _____ BREAD DOUGH OR HIGH GLUTEN FLOUR IS HIGHER IN PROTEIN.

13. _____ LEAN DOUGHS ARE RICH AND MOIST.

14. _____ FLOUR COMES FROM A CORN KERNAL.

15. _____ KULGELHOPF IS MADE FROM A RICH DOUGH.

UNIT: YEAST BREADS-V
LESSON: LEAN DOUGHS-V A

JOB: BAKING AND PASTRY ARTS

OBJECTIVE: STUDENTS WILL PREPARE A LEAN DOUGH RECIPE TO THE STANDARDS OF QUALITY BY FOLLOWING THE 12 BASIC STEPS IN YEAST DOUGH PRODUCTION.

TOOLS, EQUIPMENT, MATERIALS: recipe, ingredients, mixers, dough cutter, parchment, sheet tray, proofer, bowls, measuring spoons/cups, spatula.

TEACHING AIDS: Overhead on the various shapes and sizes for lean doughs.

REFERENCES: Numerous cookbooks and textbooks, also bread posters found on classroom walls.

I. PREPARATION:

Using the posters and select pictures from magazines, ask which bread products are familiar, which have the best eye appeal and if they have any personal favorites. Inquire if they or a relative have ever made homemade bread or used a bread machine.

II. PRESENTATION:

<u>STEPS</u>	<u>BUZZ WORDS</u>
1. Scaling ingredients	baker's scale
2. Mixing	
3. Fermentation	yeast-gas alcohol
4. Punching	purpose
5. Scaling	mass quantity
6. Rounding	why important
7. Benching	kneading gluten formation
8. Makeup and panning	shapes/sizing
9. Proofing	proof box
10. Baking	buttering/shine
11. Cooling	moisture condensation
12. Storing	mold staleness

III. APPLICATION

Practice by students using a variety of recipes, shapes and sizes under close supervision.

IV. TEST

A. Practical knowledge will be evaluated using a Standards of Quality rating sheet.

B. Lecture knowledge will be evaluated by a Yeast Bread Post-test at the end of the unit.

III. Evaluation

- A. Evaluate yeast rolls using the following form. Rate each standard of quality by placing an "X" in the appropriate columns. Total the points and compare with the scores below.

Standards of Quality	Comments	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Uniform browning Smooth Free from cracks and bulges				
Flavor	Well-blended flavor of ingredients No sourness or yeast taste				
Texture	Tender, elastic crumb Free from dryness or doughiness				
Volume	Light in weight in proportion to size				
Shape	Well-proportioned evenly rounded top				

Scoring:

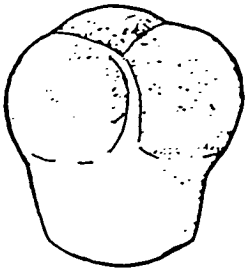
Total Points _____

20-25 points. . . Servable; good technique

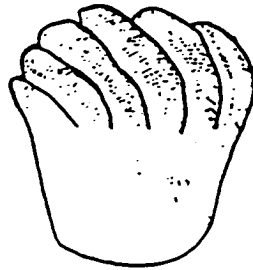
15-20 points. . . Check technique; serve with improvement in mind

10-15 points. . . Check technique; do not serve

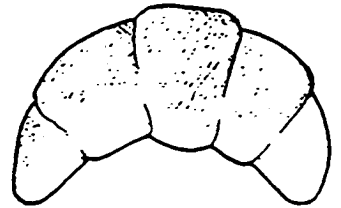
TYPES OF YEAST-RAISED ROLLS



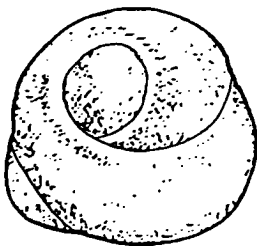
Cloverleaf Roll



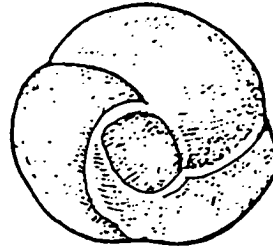
Butterflake Roll



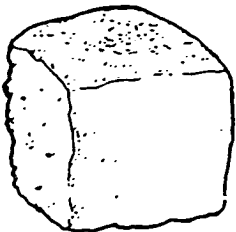
Crescent Roll



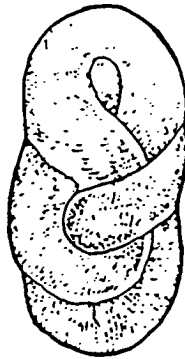
Single-Knot Roll



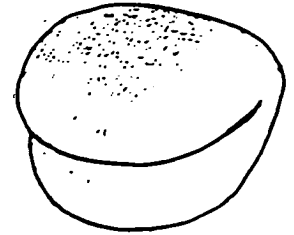
Double-Knot Roll



Pan Roll



Braided Roll



Parker House Roll

BREAD/YEAST POST-TEST

NAME:

DATE:

MULTIPLE CHOICE: CIRCLE THE CORRECT ANSWER

1. Sugar is used in yeast baked products to:
 - a. provide energy for the yeast
 - b. provide color
 - c. helps the bread to rise
 - d. all of the above
2. To proof dough is to:
 - a. let it rise
 - b. develop the gluten
 - c. help with elasticity
 - d. form into rolls
3. In yeast dough, flour performs the function of:
 - a. supply tenderness
 - b. adding flavor
 - c. increase the volume
 - d. supply the framework for the structure
4. Milk in roll dough performs the task of:
 - a. improves color
 - b. increases volume
 - c. acting as an absorbing agent
 - d. causes the gluten to form
5. It is essential that you knead dough to:
 - a. help it rise
 - b. give it flavor
 - c. develop the gluten
 - d. helps the bread to bake evenly
6. Which is a true statement concerning sugar and salt in baked products:
 - a. they both help to facilitate the growth of yeast.
 - b. sugar helps the yeast to grow and the salt controls the growth
 - c. they both add sweetness
 - d. sugar is needed in rich dough products only, salt can be omitted.
7. Which part of the wheat kernel contains the most fat:
 - a. endosperm
 - b. bran
 - c. germ
 - d. outer layer

8. "Grey crumb" in a yeast baked product is caused by:
 - a. underproofed dough
 - b. dough temperature
 - c. proofer was too hot
 - d. all of the above
9. The flour that has the highest percentage of gluten is:
 - a. pastry flour
 - b. rye flour
 - c. bread flour
 - d. all-purpose flour
10. "Streaky crumb" is caused by:
 - a. overbaking bread
 - b. dough was too young
 - c. too much salt
 - d. none of the above
11. The thermal death point of yeast is:
 - a. between 70-80 degrees
 - b. between 80-100 degrees
 - c. between 100-120 degrees
 - d. between 140-160 degrees
12. At which temperature does yeast grow the fastest:
 - a. 90-100 degrees
 - b. 120-140 degrees
 - c. 120-150 degrees
 - d. 40-60 degrees
13. The basic ingredients in a lean dough are:
 - a. eggs, yeast, sugar, flour, salt, shortening
 - b. flour, water, yeast, sugar, salt, shortening
 - c. oil, eggs, flour, water, sugar, salt, yeast
 - d. butter, oil, eggs, water, yeast, flour, salt
14. In yeast dough, shortening:
 - a. supplies calories
 - b. supplies tenderness
 - c. adds flavor
 - d. supplies structure
15. Eggs in the yeast dough:
 - a. add color
 - b. add flavor
 - c. increase the volume
 - d. all of the above

Short Answer:

Explain what function each ingredient plays in making yeast bread:

16. flour-

17. yeast-

18. salt-

19. sugar-

20. shortening-

21. Explain the difference between rich dough and lean dough:

22. What gas is given off by the fermentation of yeast?

23. What are the three essential conditions for yeast to grow readily:

- a.
- b.
- c.

24. What type of flour contains no gluten:

25. What type of flour is best for making pizza:

26. What type of flour is best for general baking:

27. Which piece of equipment helps the dough to rise:

28. Name of specific way that a baked product rises:

Matching:

Match the word on the left with the correct definition:

- | | |
|----------------------------|---|
| _____ 29. dough hook | A. a way to purchase eggs |
| _____ 30. yeast | B. will make awful bread |
| _____ 31. carbon dioxide | C. steam, air, or carbon dioxide |
| _____ 32. bench proof | D. flours high in this will make good bread |
| _____ 33. rye flour | E. a metal weight |
| _____ 34. dried | F. proofing before baking |
| _____ 35. leavening agents | G. a mixer attachment |
| _____ 36. convection oven | H. one-celled micro-organisms |
| _____ 37. counterbalance | I. an oven |
| _____ 38. protein | J. a leavening agent formed by yeast |

39. Name the following pieces of equipment:

CHAPTER 9

LESSON #4

PIES/PASTRY PRE-TEST

NAME:

1. Explain what the difference is between mealy and flaky pie crust:

2. Define the following, and give an example:
Fruit Pie-

Soft Pie-

Cream Pie-

Chiffon Pie-
3. Outline the steps for making a flaky pie crust:
 - a.
 - b.
 - c.
 - d.
4. List the four stages when making a meringue:
 - a.
 - b.
 - c.
 - d.

5. What type of starch or thickening is used in the following types of pies:
Apple-
Chocolate Chiffon-
Lemon Pie-
Peach Pie-
6. How can shrinkage be prevented?
7. What kind of pie crust would be used for the following pies:
Apple-
Pumpkin-
Banana Cream-
8. What is the difference between puff pastry, cream puffs and philo dough?
9. List four examples of crumb crust pies:
 - a.
 - b.
 - c.
 - d.
10. What are two important factors to consider when making pie crust or a fruit filled pie?
 - a.
 - b.

UNIT: PIES-VI
LESSON: PIE DOUGHS-FLAKY-VI.A.2.

JOB: BAKING AND PASTRY ARTS

OBJECTIVE: STUDENTS WILL PREPARE A FLAKY PIE CRUST TO THE ACCEPTED STANDARDS OF QUALITY.

TOOLS, EQUIPMENT, MATERIALS: recipe, ingredients, oven, mixer, mixing bowl, measuring utensils, pastry knife, rolling pins, pie pans

TEACHING AIDS: ready made and convenience products from the local supermarket

REFERENCES: Numerous cookbooks and textbooks

I. PREPARATION OF STUDENTS:

- A. Ask if any of the students use or have used any of the store products we have on display.
- B. Find out if any students have made their own pie crust or had homemade pie crust before.
- c. Ask for student opinions on which products are superior in quality: store bought or scratch made.
Why?

II. PRESENTATION OF SKILLS:

<u>STEPS</u>	<u>BUZZ WORDS</u>
1. MIS EN PLACE	"CLEAN AS YOU GO"
2. READ THROUGH DIRECTIONS	
3. MEASURE INGREDIENTS	WATER DISPLACEMENT
4. PREPARE RECIPE	RESTING THE DOUGH PORTION SCOOPS
5. ROLLING OUT	THICKNESS FLAKY/LAYERING
6. SHAPING AND FITTING	PATCHING GENTLE HANDLING TRIMMING EDGES
7. FILL OR BAKE	PURPOSE OF PRE-BAKING

III. APPLICATION:

Practice in the laboratory, a flaky pie crust recipe with various fillings.

IV. TEST

- A. Evaluation of hands-on will be done using the Standards of Quality rating sheet.
- B. Evaluation of lecture portion will be done using a comprehensive Pie Unit Post-test.

III. Evaluation

- A. Evaluate pie crust using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with scores below.

Standards of Quality	Comments	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Uniform browning of top and sides, with rough surface almost blistered in appearance				
Flavor	Rich flavor of well-blended and properly baked ingredients				
Texture	Tender, but free from tendency to crumble Crisp on bottom as well as edges				
Grain	Flaky, with easily separated layers				
Consistency	Uniform shape Crisp, does not stick to pan				

Scoring

Total Points _____

20-25 points. Servable; good technique

15-20 points. Check technique; serve with improvement in mind

10-15 points. Check technique; do not serve

PIE POST-TEST

NAME:

DATE:

Answer the following:

What are the basic ingredients in pie crust and their function:

_____	_____
_____	_____
_____	_____
_____	_____

List the steps for making a perfect pie crust:

- a.
- b.
- c.
- d.

Which of the following will stabilize a meringue:

- a. salt
- b. vanilla
- c. cream of tarter
- d. cornstarch

Which of the following probably caused too much shrinkage in the pie crust:

- a. too much flour
- b. too much handling
- c. wasn't stretched enough
- d. too much butter

A meringue will weep if:

- a. it had egg yolk in the egg whites
- b. wasn't sealed completely to the edge
- c. cooled too fast
- d. wasn't cooked enough

You must prick the holes on the bottom of a pie crust so it will:

- a. cook evenly
- b. allow steam to escape
- c. brown enough
- d. all of the above

The function of cornstarch in a cooked pie filling is:

- a. for flavor
- b. thickening
- c. color
- d. helps the custard to cool faster

Which of the following fillings can be used for pies:

- a. meat mixtures
- b. custard with bananas
- c. fresh fruit
- d. canned fruit
- e. all of the above

For a two crust pie, which crust needs to be rolled out 2 inches bigger than the pie crust:

- a. bottom crust
- b. top crust
- c. both need to be the same size

Pies are baked at:

- a. 325 degrees-low
- b. 350 degrees-medium
- c. 425 degrees-hot

Sugar added to a meringue will make the meringue:

- a. weep
- b. shrink
- c. stabilize egg whites
- d. taste better

Which is a quality indicator for pie crusts:

- a. golden brown, flaky, tender, a lot of crust shrinkage
- b. flaky, tough, pale, salty
- c. soggy, pale, flaky, golden brown
- d. pale, flaky, golden brown, tender

"Cutting in" means:

- a. to mix the flour and salt
- b. to mix the shortening and flour
- c. to cut the dough in half

What tools are needed to make good pie dough:

- a. bowl, measuring spoons, measuring cups, rolling pin
- b. beater bar, mixing bowl, measuring equip., rolling pin
- c. pastry cutter, bowl, measuring equip., rolling pin
- d. two knives, measuring equip., bowl

CHAPTER 10

LESSON #5

PASTRY PRE-TEST

MULTIPLE CHOICE

1. The primary leavening agent in puff pastry is:
 - A. yeast
 - B. baking powder
 - C. baking soda
 - D. steam
2. To create over 1000 layers, puff pastry is given
 - A. three 3-folds
 - B. three 4-folds
 - C. four 4-folds
 - D. six 4-folds
3. The best flour to use for making eclair paste is:
 - A. bread flour
 - B. pastry flour
 - C. cake flour
 - D. three parts cake flour plus one part cornstarch

TRUE/FALSE

1. _____ To avoid lumping, cornstarch must be mixed with a cold liquid or with sugar before being added to a hot liquid.
2. _____ After it is removed from refrigeration, puff pastry dough should be allowed to warm up to room temperature before being rolled and cut.
3. _____ Eclairs and cream puffs must be cooled rapidly after removal from the oven.
4. _____ Blintz puff pastry is made according to the same procedures as regular puff pastry dough but given fewer turns.

UNIT: PASTRIES-VII
LESSON: CHOUX PASTE-VII-B

JOB: BAKING AND PASTRY ARTS

OBJECTIVE: STUDENTS WILL PREPARE CHOUX PASTE/CREAM PUFFS TO THE ACCEPTED STANDARDS OF QUALITY.

TOOLS, EQUIPMENT, MATERIALS: recipe, ingredients, oven, mixer, mixing bowl, flat beater, baker's scale, measuring utensils, baking sheets, #24 scoop, #16 scoop or pastry bag

TEACHING AIDS: teacher prepared cream puffs and eclairs in a variety of shapes and sizes

REFERENCES: numerous cookbooks and textbooks

I. PREPARATION OF STUDENTS:

A. Have students look at the display items, do they look familiar? Have you ever tried a cream puff or eclair?

B. What shape appeals to you most? Looks most appetizing?

C. Can pastries be used for more than dessert? Give examples.

II. PRESENTATION OF SKILLS:

<u>STEPS</u>	<u>BUZZ WORDS</u>
1. MIS EN PLACE	PREHEAT OVEN
2. READ THROUGH DIRECTIONS	
3. MEASURE INGREDIENTS	BAKER'S SCALE USE
4. PREPARE RECIPE	TEMPERATURE CONTROL WORK QUICKLY
5. PORTION OUT OR USE PASTRY BAG	PASTRY BAG-CLEANING, CARE, AND MAINTENANCE
6. BAKE AND COOL	SCOOP OUT INSIDES
7. CHOOSE FILLING	

III. APPLICATION:

Practice in laboratory, assorted shapes and sizes of eclairs and cream puffs.

IV. TEST:

- A. Evaluation of hands-on will be done using the Standards of Quality rating sheet.
- B. Evaluation of lecture portion will be done using a comprehensive Pastry Unit Post-test.

III. Evaluation

- A. Evaluate cream puffs using the following form. Rate each standard of quality by placing an "X" in the appropriate column. Total the points and compare with scores below.

Standards of Quality	Comments	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Shells should be smooth, free from cracks Uniform brown where appropriate				
Flavor	Characteristic of kind Free from excessive sweetness or uncooked starch				
Texture	Characteristic of kind Holds shape				
Consistency	Shell should be crisp and unsoaked Filling smooth and creamy				
Compatibility	Filling and topping are compatible Characteristic of type of pastry				

Scoring

Total Points _____

- 20-25 points. Servable; good technique
 15-20 points. Check technique; serve with improvement in mind
 10-15 points. Check technique; do not serve

PASTRY POST-TEST

SHORT ANSWER QUESTIONS

1. Please list the correct procedures for preparing the following:

Puff Pastry--

Blintz Puff Pastry--

Eclair Paste--

Typical Eclair Paste Desserts--

Swiss Meringues--

Italian Meringues--

Meringue Desserts--

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